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AUTHOR Busse, Bonnie B.
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ABSTRACT

A brief review of innovative approaches to the teaching of foreign languages during the 1960's is presented in this report. The potential use of media in current programs is emphasized in a discussion of: (1) creative application of technology in the solution of instructional problems, (2) television and related media, (3) observation via television and videotape, (4) microteaching, (5) interaction analysis, (6) performance curriculum, and (7) individualization. (RL)

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INNOVATION IN THE PROFESSIONAL PREPARATION OF FOREIGN LANGUAGE TEACHERS

Bonnie B. Busse, Northeastern Illinois University

There are many reports of innovative ideas in teacher education. In fact, Fattu in an early report on the USOE Research Bureau project indicated that during the 1960's teacher education was in a period of ferment. Many innovations turned up, including the following:

> emphasis on performance and competence as opposed to credit accumulation criteria; programmed instruction; behaviorally-stated goals; performance testing; individualized instruction, including IPI (Individually Prescribed Instruction), CMI (Computer Managed Instruction), CAI (Computer Assisted Instruction), R and D (Research and Development) units, and management "systems"; team teaching, sensitivity training, micro-teaching, flexible scheduling, interaction analysis; gaming and simulation; clinical professors, clinical work, internships, residencies, and on-the-job training.[1]

We could add others such as minicourse, program recycling, portal schools, differentiated teaching staff and teaching strategies. Since some of these ideas are not exactly new, perhaps we can *build* on them rather than rediscover them in order to make professional programs for foreign language teachers truly innovative and productive. Such a building effort is seen at Stanford University in their going beyond microteaching and into a more individualized preservice preparation program for foreign language teachers. Each intern teacher was exposed to as many of the tasks of teaching as possible and to diverse groups of learners both in size and ability. In some cases he was allowed to work with groups of students and with materials which were similar to what he would encounter in his own classroom.[2] Since there is a growing willingness to make creative

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application of technology in the solution of instructional problems, let us examine other current practices involving technology.

Television and Related Media

One of the great promises of instructional television lies in the area of preservice and inservice education of teachers. Several well-known foreign language courses use integrated films that might be suitable for television transmission. Numerous supplementary 16mm foreign language films can be used flexibly if the school has a language laboratory with multiple program channels over which the student can listen to any of a number of graded sound tracks. Imaginative use of single-concept films from other disciplines accompanied by sound via tape recorder can result in worthwhile supplementary material. Film cartridges loaded with locally produced footage can serve purposes such as providing inexpensive drill of language usage in different social situations. Teacher preparation films can be effective, and high picture quality can be obtained for a moderate price. Among 16mm teacher preparation films are the five-reel series produced in cooperation with the Modern Language Association and the thirteen-reel Henry Lee Smith series produced by National Educational Television. Most scenes for the Northeast Conference for 1969 were filmed unstaged out in the classrooms the previous year. The use of videotapes and videotape recorders indicates that television may be turning into a much more flexible teaching and learning instrument than it has been.

Observation via Television and Videotape

Teacher education institutions often face the dilemma of finding enough qualified model teachers for observation-participation activities. Numerous teacher education institutions are now using closed-circuit television and the videotape recorder in the area of classroom observation. The videotaped observation has several intrinsic advantages over direct observation in the classroom or the closed-circuit system. First, the recorded episode can be viewed by large or small groups and can be stopped, reversed and replayed and discussed and studied in great detail. The instructor can preview the presentation, call attention to specific teaching techniques or methods in advance, and replay all or portions of the tape to reinforce certain points. The college instructor can fit the viewings into his teaching plans and select, edit or combine sequences to suit his purposes. This is what I have done at Northeastern. Many hours have been spent taping and editing samples of specific activities in the various languages for a comprehensive foreign language methods course. We have videotaped regular teachers as well as student

teachers for observation purposes in conjunction with the methods course. I have found that edited versions of videotaped material are frequently more effective than unedited versions, especially in cases involving various repetitions of a certain process or instructional interaction. Various universities are using the portable videotape recorder in their student teaching programs, since it is practical even though you may have to sacrifice a little quality. Webb and Baird see the super 8mm cartridge format as an aid to allow the methods instructor's students to observe briefly the target behavior without tying up videotape equipment to show a five-to-ten-minute teaching episode.[3]

May I suggest that all Illinois teacher education institutions collaborate in developing a permanent videotape or cartridge library which would contain useful examples of teaching that could be used primarily as a means of directed and controlled observation, permitting common observations followed by immediate discussion. These examples of especially effective presentations, whether model units or regular classes, might include pronunciation exercises, structure drills, mood changes, generalizations, techniques for dialog presentation and adaptation, and culture capsules. Each aspect would be demonstrated by several different teachers in order to show a variety of approaches. Student-teacher interaction clips might vary from techniques for motivating achievement to the handling of discipline. The use of classroom and laboratory facilities, planning techniques and club activities might be presented via tapes of unrehearsed activities. Viewing of consecutive classes to show continuity and the attainment of long-range goals, and the observation of classes at different levels and in a variety of schools should give the student a more well-rounded view of a total language sequence. Cooperation is also needed in expanding on the work of Hancock and others in the preparation of simulation materials. Simulation could become a new kind of demonstration laboratory prior to student teaching.

Microteaching

Microteaching is a scaled-down teaching encounter in which class size is usually limited to one to six students and class time to from five-to-twenty-minute lessons. Predetermined objectives are stated for the particular microteaching session whether or not is is videotaped. Experience at Brigham Young University corroborates the conclusion suggested by Stanford research: observing a trainee's teaching performance globally is much less valuable than observing, and helping him to observe, one or two specific discriminable actions within the teaching act. A teach-reteach format may be used. Microteaching done at teacher education centers has the advantage of

availability of pupils from study halls or related content classes. Self-analysis techniques can be incorporated into microteaching if desired. The uniqueness of the experience stems mainly from two factors: (1) the facility with which teaching situations can be controlled and manipulated, and (2) the availability of immediate feedback for the prospective teacher, often in the form of videotape recording and playback, as well as in the form of critical comments of micro-class students and the evaluator.[4] Teacher education institutions should see that an adequate sample of a candidate's actual teaching performance is made available on videotape and effectively utilized in his selection and assignment. Even though the use of microteaching in language circles has not been widespread it certainly is increasing. For the past five years I have used it in several forms at Northeastern. The direct experiences of micro- and team teaching described by Wolfe were successful in helping to decrease the anxiety felt by students prior to student teaching and to produce students who express greater confidence in their own ability to teach a foreign language. These experiences also allow students to understand how teaching activities learned in isolation can be integrated into a meaningful gestalt.[5]

Interaction Analysis

Interaction analysis is an observation system used for describing and analyzing teacher-pupil interaction. Techniques such as this are used to help students and teachers be more self-analytical and more precise in stating their instructional objectives. In teaching, self-actualization simply means we want to become the kind of teacher we want to be. This objective feedback approach leads to self-improvement, since dissatisfaction with what one finds he is doing with respect to reaching his own goals will usually lead him to be his own agent for change. Moskowitz' Flint (Foreign Language *int*eraction) is an expanded form of the Flanders system with specific behaviors relative to foreign language classes. The teacher's behaviors are classified as either indirect or direct depending on the degree to which his influence limits his students' freedom to respond. Moskowitz' experiment with preservice teachers trained in interaction analysis indicated that they had more positive attitudes towards teaching, used more indirect teaching patterns in grammar and conversation lessons, and were perceived more favorably by their pupils.[6] The use of observational tools to validate models such as proposed by Politzer and Bartley is quite feasible and will permit the profession to describe the kind of specific behavior called for by Banathy. Task analysis would make more certain that what is being done in the program is relevant to the expected outcomes of that program as well as the needs of the individuals in the program.

Performance Curriculum

"Performance curriculum" appears to be a promising approach to teacher education. The basic assumption underlying hope for an ideal long-range outcome is simply that when prospective teachers themselves engage in an educational experience in a way which gives it meaning and when they themselves become independent, self-directed learners, they above all others will be likely to create a similar kind of learning experience for those they teach. The quality of instruction in college foreign language departments must be one of the primary goals in any teacher education institution. Visitations of college classes can be a sticky problem, but they are necessary if the quality of the programs is to be improved.

Individualization

Instruction within these systems which are designed to bring about professional competencies and their personalization must be individualized with respect to entry into the program. A computer-based information management system should be used to handle the frequent and diverse demands upon information created by pacing, sequencing and information-processing. A teacher education program which is truly individualized and which prepares in the management of student-centered instruction should produce good facilitators of individualized instruction. Sutton found that preplanning is an essential ingredient for successful individualized foreign language programs in the high schools.[7] We need materials that are teachable under existing conditions, and materials need to come from the school and not be imposed on it. Macías reports on the use of programmed homework in the Tacoma Public Schools suggesting that traditional student attitudes toward responsibility for their own learning must change. The teacher must learn different techniques of presentation in conjunction with programmed instruction and individualized materials. In partial programming and individualizing of a selected phase of the foreign language methods course I found that students were confused when they were suddenly given freedom without sufficient prior direction. While it is possible to develop individualized systems with various degrees of control, the ultimate in individualizing of instruction is the option for adjustment of goals and directions as a result of inputs from the learner. Ideally, data on progress of the learner and the effectiveness of his learning experiences are used for improvements. In the past few years specific programs of individualized learning of foreign languages have appeared, as indicated at various foreign language meetings. What is meant by individualization is subject to broad and varied interpretation. References are made to the varied learning rate or

self-pacing, involvement in individual study, interest and ability grouping, remedial and/or enrichment grouping and interdisciplinary courses. We should count on our sociolinguist and psychologist colleagues to help us measure whether students are gaining insight and not just alternate sets of habits. Programs may vary from a single beginning or advanced class in a standard classroom with a single teacher to those with hundreds of students and teams of teachers in large language centers or language "islands." Equipment can vary from a tape recorder to an elaborate individualized computerized learning system. We may see traditional forty-minute class periods or flexible and modular scheduling arrangements, "demand" scheduling or contract systems with no scheduling in the usual sense.

It is probably safe to say that individualization of instruction in our schools will not become widespread unless there is a restructuring of teacher education. The new foreign language teacher must be a diagnostician, an educational guide who can determine which students need more concrete examples and explanations than usually provided, which need many repetitions of drills, and so forth. He will have to know how to concentrate upon content and structure of multiapproach materials and how to use them. He may have to help prepare learning packets or minicourses. Ryberg has presented applied problems for a learning-centered approach to teacher education, advocating seventy possible "learning-centered units" or minicourses for trainees to be conducted concurrently with student teaching.[8] Teachers and teacher educators have to exchange ideas through clearinghouses such as the one that is being conducted by Bockman and Gougher in *Foreign Language Annals.* The need for preservice as well as inservice training of teachers for individualized instruction in foreign languages is obvious when we consider foreign language programs such as that at McCluer High School in St. Louis with its team teaching, differentiated learning experiences, flexible scheduling and nongraded curricula or the packets of material being used at West Bend or Nathan Hale High School. Logan mentions various specific programs in individualized learning in the second volume of *The Britannica Review of Foreign Language Education.*

We must prepare our foreign language teachers out where the action is in programs which offer earlier and more frequent and varied encounters, with various opportunities for the institution or the prospective teachers themselves to select the unfit for teaching out of the program. Classroom observations, participation in school activities, working as aides in community projects and in observing the resources and functions of institutions within the community can and should be carried out not only in relation to the teacher preparation courses but in a planned relationship to other disciplines. There is a need for innovative pre- and inservice training especially

for the inner-city teacher of foreign languages who is not communicating with his frequently non-white, non-middle class clientele. Practical courses to meet community needs such as short-term courses in Spanish for policemen and firemen and Spanglish for civil servants have appeared. At Northeastern I have introduced special Conversational Spanish for Teacher courses for those who work or plan to work in elementary or high schools in Spanish-speaking neighborhoods. The impetus for many innovative programs may well come from the public schools and the community.

The preparation of foreign language teachers can be improved. We must try for the optimum combination or use of direct and indirect or vicarious experiences. The hope is that we can move toward maximum integration of media, including the various forms of television and the technology of computers in the study of foreign languages, literatures and cultures and the teaching of them. It is important that we try to integrate into foreign language teaching techniques and preparation programs as many educational innovations as have application to foreign language. A more marked trend toward globalism might mean observation-participation and teaching experiences abroad as well as work in core programs involving foreign language. The trend toward dropping or reducing the foreign language requirement in various colleges, with similar treatment expected at the high school level, has led to serious thinking in terms of core programs. Last spring in order to make language study more relevant to the students' line of study third-semester Spanish students at the University of Colorado were able to enjoy readings in the social sciences. Interdisciplinary programs with supportive coursework as opposed to courses which are additive in nature are now being considered at various levels of education. Prospective teachers who have participated in a core curriculum implemented by the teacher education institution would, perhaps, be in a better position to teach in a core program in high school than those who have had no experience of this type. Ideally the foreign language methods specialist as well as other teacher educators would be involved throughout the teacher preparation program and would not be expected to perform miracles and put on a few finishing touches toward the end of the student's college career. The specialist would have various contacts with students in seminars held in conjunction with foundation courses, in individualizing instruction in general methods courses, in the professionalizing of courses such as grammar review or applied linguistics, and in assisting in the professional laboratory experience program all along the way. Perhaps we should refer to a special methods component in which the foreign language methods specialist

could function best and most uniquely rather than to a special methods course. Perhaps we could combine the foundations of education studies with the foreign language methods course and direct experiences in a way such as Wilhelms combined them in his project at San Francisco State College.[9]

Let us recognize as well as do something about the kind of joint responsibility and collaboration of public school systems, community agencies, institutions of higher education and state agencies that is needed in order to improve the preparation of foreign language teachers through the offering of high quality innovative programs.

FOOTNOTES

[1]Howard E. Bosley, ed., *Teacher Education in Transition,* Volume II: *Emerging Roles and Responsibilities* (Baltimore: Multi-State Teacher Education Project, 1969), p. 294.

[2]Howard B. Altman and Arnulfo G. Ramirez, "Beyond Micro-Teaching: Some First Steps in Individualizing Preservice Training for Foreign Language Teachers," *Modern Language Journal,* 55, (May 1971), 276-80.

[3]Clark Webb and Hugh Baird, "Super-Eight Millimeter Cartridge Format for Teaching Episodes," in *Emerging Roles and Responsibilities,* ed. by Howard E. Bosley, pp. 137-39.

[4]Clark Webb, *et al.,* "Description of a Large-Scale Micro-Teaching Program," in *Emerging Roles and Responsibilities,* ed. by Howard E. Bosley, pp. 144-50.

[5]David E. Wolfe, "The Direct Experiences of Microteaching and Team Teaching in FL Teacher Education," *Foreign Language Annals,* 5, (December 1971), 226-34.

[6]Gertrude Moskowitz, "The Effects of Training Foreign Language Teachers in Interaction Analysis," *FLA,* 1 (March 1968), 218-35.

[7]Donna E. Sutton, "Preplanning–An Essential Ingredient for Successful Individualized FL Programs," *FLA,* 5, (December 1971), 243-44.

[8]Howard B. Altman, "The Seattle Symposium on the Training of Foreign Language Teachers," *MLJ,* 55 (April 1971), 229-32.

[9]Fred B. Wilhelms, *Report of the Teacher Education Project: San Francisco State College* (National Institute of Mental Health Project No. 2M6625, 1964), pp. 9-12.